



Rushbury C of E Primary School

English Curriculum Progression

Curriculum Area	
Spoken Language	Across the school
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen and respond appropriately to adults and their peers <input type="checkbox"/> ask relevant questions to extend their understanding and knowledge <input type="checkbox"/> use relevant strategies to build their vocabulary <input type="checkbox"/> articulate and justify answers, arguments, and opinions <input type="checkbox"/> give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings <input type="checkbox"/> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <input type="checkbox"/> use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas <input type="checkbox"/> speak audibly and fluently with an increasing command of Standard English <input type="checkbox"/> participate in discussions, presentations, performances, role play, improvisations, and debates <input type="checkbox"/> gain, maintain and monitor the interest of the listener(s) <input type="checkbox"/> consider and evaluate different viewpoints, attending to and building on the contributions of others <input type="checkbox"/> select and use appropriate registers for effective communication.
	Ticklerton - EYFS
Communication and language	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.
Literacy	<p>Word reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Reading	Ticklerton		Gretton	Stanway
	Year 1	Year 2	Years 3 and 4	Years 5 and 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply phonic knowledge and skills as the route to decode words <input type="checkbox"/> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <input type="checkbox"/> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <input type="checkbox"/> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <input type="checkbox"/> read other words of more than one syllable that contain taught GPCs <input type="checkbox"/> read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <input type="checkbox"/> read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent <input type="checkbox"/> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes <input type="checkbox"/> read accurately words of two or more syllables that contain the same graphemes as above <input type="checkbox"/> read words containing common suffixes <input type="checkbox"/> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <input type="checkbox"/> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet <input type="checkbox"/> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply their growing knowledge of root words, prefixes, and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Reading Comprehension	Year 1	Year 2	Years 3 and 4	Years 5 and 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by: <input type="checkbox"/> listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently <input type="checkbox"/> being encouraged to link what they read or hear read to their own experiences <input type="checkbox"/> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics <input type="checkbox"/> recognising and joining in with predictable phrases <input type="checkbox"/> learning to appreciate rhymes and poems, and to recite some by heart <input type="checkbox"/> discussing word meanings, linking new meanings to those already known 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by: <input type="checkbox"/> listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently <input type="checkbox"/> discussing the sequence of events in books and how items of information are related <input type="checkbox"/> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <input type="checkbox"/> being introduced to non-fiction books that are structured in different ways <input type="checkbox"/> recognising simple recurring literary language in stories and poetry <input type="checkbox"/> discussing and clarifying the meanings of words, linking new meanings to known vocabulary <input type="checkbox"/> discussing their favourite words and phrases 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> using dictionaries to check the meaning of words that they have read <input type="checkbox"/> increasing their familiarity with a wide range of books, including fairy stories, myths, and legends, and retelling some of these orally <input type="checkbox"/> identifying themes and conventions in a wide range of books 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> maintain positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

	<input type="checkbox"/> understand both the books they can already read accurately and fluently and those they listen to by: <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading <input type="checkbox"/> discussing the significance of the title and events <input type="checkbox"/> making inferences based on what is being said and done <input type="checkbox"/> predicting what might happen based on what has been read so far <input type="checkbox"/> participate in discussion about what is read to them, taking turns, and listening to what others say <input type="checkbox"/> clearly explain their understanding of what is read to them.	<input type="checkbox"/> continuing to build up a repertoire of poems learnt by heart, appreciating these, and reciting some, with appropriate intonation to make the meaning clear <input type="checkbox"/> understand both the books that they can already read accurately and fluently and those that they listen to by: <input type="checkbox"/> drawing on what they already know or on background information and vocabulary provided by the teacher <input type="checkbox"/> checking that the text makes sense to them as they read and correcting inaccurate reading <input type="checkbox"/> making inferences based on what is being said and done <input type="checkbox"/> answering and asking questions <input type="checkbox"/> predicting what might happen based on what has been read so far <input type="checkbox"/> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns, and listening to what others say <input type="checkbox"/> explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves.		
Writing	Year 1	Year 2	Years 3 and 4	Years 5 and 6
Transcription	Spelling Pupils should be taught to: <input type="checkbox"/> spell: <input type="checkbox"/> words containing each of the 40+ phonemes already taught <input type="checkbox"/> common exception words <input type="checkbox"/> the days of the week	Pupils should be taught to: <input type="checkbox"/> spell by: <input type="checkbox"/> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly <input type="checkbox"/> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones <input type="checkbox"/> learning to spell common exception words <input type="checkbox"/> learning to spell more words with contracted forms <input type="checkbox"/> learning the possessive apostrophe (singular) [for example, the girl's book] <input type="checkbox"/> distinguishing between homophones and near-homophones <input type="checkbox"/> add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	Spelling Pupils should be taught to: <input type="checkbox"/> use further prefixes and suffixes and understand how to add them (English Appendix 1) <input type="checkbox"/> spell further homophones <input type="checkbox"/> spell words that are often misspelt (English Appendix 1) <input type="checkbox"/> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] <input type="checkbox"/> use the first two or three letters of a word to check its spelling in a dictionary <input type="checkbox"/> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Spelling Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them <input type="checkbox"/> spell some words with 'silent' letters [for example, knight, psalm, solemn] <input type="checkbox"/> continue to distinguish between homophones and other words which are often confused <input type="checkbox"/> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 <input type="checkbox"/> use dictionaries to check the spelling and meaning of words <input type="checkbox"/> use the first three or four letters of a word to check spelling, meaning or both in a dictionary <input type="checkbox"/> use a thesaurus.

Handwriting	Year 1	Year 2	Years 3 and 4	Years 5 and 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sit correctly at a table, holding a pencil comfortably and correctly <input type="checkbox"/> begin to form lower-case letters in the correct direction, starting and finishing in the right place <input type="checkbox"/> form capital letters <input type="checkbox"/> form digits 0-9 <input type="checkbox"/> understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> form lower-case letters of the correct size relative to one another <input type="checkbox"/> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <input type="checkbox"/> write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters <input type="checkbox"/> use spacing between words that reflects the size of the letters. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <input type="checkbox"/> increase the legibility, consistency, and quality of their handwriting, for example by ensuring that: the downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> write legibly, fluently and with increasing speed by: <input type="checkbox"/> choosing which shape of a letter to use when given choices and deciding whether to join specific letters <input type="checkbox"/> choosing the writing implement that is best suited for a task.
Composition	Year 1	Year 2	Years 3 and 4	Years 5 and 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> write sentences by: <input type="checkbox"/> saying out loud what they are going to write about <input type="checkbox"/> composing a sentence orally before writing it <input type="checkbox"/> sequencing sentences to form short narratives <input type="checkbox"/> re-reading what they have written to check that it makes sense <input type="checkbox"/> discuss what they have written with the teacher or other pupils <input type="checkbox"/> read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop positive attitudes towards and stamina for writing by: <input type="checkbox"/> writing narratives about personal experiences and those of others (real and fictional) <input type="checkbox"/> writing about real events <input type="checkbox"/> writing poetry <input type="checkbox"/> writing for different purposes <input type="checkbox"/> consider what they are going to write before beginning by: <input type="checkbox"/> planning or saying out loud what they are going to write about <input type="checkbox"/> writing down ideas and/or key words, including new vocabulary <input type="checkbox"/> encapsulating what they want to say, sentence by sentence <input type="checkbox"/> make simple additions, revisions, and corrections to their own writing by: <input type="checkbox"/> evaluating their writing with the teacher and other pupils <input type="checkbox"/> re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <input type="checkbox"/> proof-reading to check for errors in spelling, grammar, and punctuation [for example, ends of sentences punctuated correctly] <input type="checkbox"/> read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> plan their writing by: <input type="checkbox"/> discussing writing like that which they are planning to write to understand and learn from its structure, vocabulary, and grammar <input type="checkbox"/> discussing and recording ideas <input type="checkbox"/> draft and write by: <input type="checkbox"/> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <input type="checkbox"/> organising paragraphs around a theme <input type="checkbox"/> in narratives, creating settings, characters, and plot <input type="checkbox"/> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <input type="checkbox"/> evaluate and edit by: <input type="checkbox"/> assessing the effectiveness of their own and others' writing and suggesting improvements <input type="checkbox"/> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <input type="checkbox"/> proof-read for spelling and punctuation errors <input type="checkbox"/> read aloud their own writing, to a group or the whole class, using appropriate 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> plan their writing by: <input type="checkbox"/> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <input type="checkbox"/> noting and developing initial ideas, drawing on reading and research where necessary <input type="checkbox"/> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to, or seen performed <input type="checkbox"/> draft and write by: <input type="checkbox"/> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <input type="checkbox"/> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <input type="checkbox"/> précising longer passages <input type="checkbox"/> using a wide range of devices to build cohesion within and across paragraphs <input type="checkbox"/> using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <input type="checkbox"/> evaluate and edit by:

				<input type="checkbox"/> assessing the effectiveness of their own and others' writing <input type="checkbox"/> proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning <input type="checkbox"/> ensuring the consistent and correct use of tense throughout a piece of writing <input type="checkbox"/> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <input type="checkbox"/> proof-read for spelling and punctuation errors
Vocabulary, Grammar and Punctuation	Year 1	Year 2	Years 3 and 4	Years 5 and 6
	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> develop their understanding of taught concepts by: <ul style="list-style-type: none"> <input type="checkbox"/> leaving spaces between words <input type="checkbox"/> joining words and joining clauses using and <input type="checkbox"/> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <input type="checkbox"/> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <input type="checkbox"/> learning the grammar for year 1 in English Appendix 2 <input type="checkbox"/> use the grammatical terminology in English Appendix 2 in discussing their writing. 	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> develop their understanding of the taught concepts by: <ul style="list-style-type: none"> <input type="checkbox"/> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <input type="checkbox"/> learn how to use: <ul style="list-style-type: none"> <input type="checkbox"/> sentences with different forms: statement, question, exclamation, command <input type="checkbox"/> expanded noun phrases to describe and specify [for example, the blue butterfly] <input type="checkbox"/> the present and past tenses correctly and consistently including the progressive form <input type="checkbox"/> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <input type="checkbox"/> the grammar for year 2 in English Appendix 2 <input type="checkbox"/> some features of written Standard English <input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> develop their understanding of taught concepts by: <ul style="list-style-type: none"> <input type="checkbox"/> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <input type="checkbox"/> using the present perfect form of verbs in contrast to the past tense <input type="checkbox"/> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <input type="checkbox"/> using conjunctions, adverbs, and prepositions to express time and cause <input type="checkbox"/> using fronted adverbials <input type="checkbox"/> learning the grammar for years 3 and 4 in English Appendix 2 <input type="checkbox"/> indicate grammatical and other features by: <ul style="list-style-type: none"> <input type="checkbox"/> using commas after fronted adverbials <input type="checkbox"/> indicating possession by using the possessive apostrophe with plural nouns <input type="checkbox"/> using and punctuating direct speech <input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> develop their understanding of taught concepts by: <ul style="list-style-type: none"> <input type="checkbox"/> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <input type="checkbox"/> using passive verbs to affect the presentation of information in a sentence <input type="checkbox"/> using the perfect form of verbs to mark relationships of time and cause <input type="checkbox"/> using expanded noun phrases to convey complicated information concisely <input type="checkbox"/> using modal verbs or adverbs to indicate degrees of possibility <input type="checkbox"/> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun <input type="checkbox"/> learning the grammar for years 5 and 6 in English Appendix 2 <input type="checkbox"/> indicate grammatical and other features by:

				<ul style="list-style-type: none"><input type="checkbox"/> using commas to clarify meaning or avoid ambiguity in writing<input type="checkbox"/> using hyphens to avoid ambiguity<input type="checkbox"/> using brackets, dashes, or commas to indicate parenthesis<input type="checkbox"/> using semi-colons, colons, or dashes to mark boundaries between independent clauses<input type="checkbox"/> using a colon to introduce a list<input type="checkbox"/> punctuating bullet points consistently<input type="checkbox"/> use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.
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24/04/2023